

Project Title	Funding	Strategic Plan Objective	Institution
An evaluation of a behaviorally based social skills group for young children diagnosed with autism	\$10,000	Q4.L.D	Autism Partnership Foundation
Clinical Trial of a Comprehensive Treatment for High-Functioning Children with ASD	\$0	Q4.S.F	Canisius College
Improving Cost Effectiveness Through Parent Training	\$0	Q4.L.D	Center for Autism and Related Disorders (CARD)
Evaluation of group-based implementation of applied behavior analysis	\$0	Q4.L.D	Center for Autism and Related Disorders (CARD)
Growing Up Aware: A parent-based sexuality intervention for children with autism spectrum disorders	\$0	Q4.S.H	Columbia University
Pilot Study to Improve Access to Early Intervention for Autism in Africa	\$183,599	Q4.L.D	Duke University
Changing developmental trajectories through early treatment	\$524,795	Q4.L.D	Emory University
A feasibility study for prevention and safety training for children with autism	\$76,415	Q4.S.H	Emory University
Efficacy of the Direct Instruction Language for Learning Program to Promote Expressive and Receptive Language in Children with Autism Spectrum Disorder	\$0	Q4.S.C	Emory University
Using Growth Trajectories To Predict Distal Outcomes in Parent-Implemented Intervention for Toddlers	\$0	Q4.L.D	Florida State University
SBIR Phase I: Using Data Mining to Optimally Customize Therapy for Individuals with Autism	\$169,999	Q4.Other	Guiding Technologies Corporation
Handheld Techonology for Speech Development in Students with Autism spectrum Disorders	\$0	Q4.L.D	HandHold Adaptive, LLC
Prosodic and pragmatic training in highly verbal children with autism	\$0	Q4.Other	Harvard University
Psychiatric Crisis among Youth and Transition-age Adults with Autism Spectrum Disorder	\$37,460	Q4.S.H	HUGO W. MOSER RES INST KENNEDY KRIEGER
Joint attention mediated learning intervention for toddlers with autism spectrum disorders and their families	\$889,819	Q4.S.D	Indiana University
Evaluation of the START Crisis Prevention and Intervention Program	\$43,120	Q4.L.D	Johns Hopkins University
Effects of self-generated experiences on social cognitive development in young children with autism	\$0	Q4.S.F	Kennedy Krieger Institute
Teaching social referencing to children with autism spectrum disorders	\$3,161	Q4.S.D	New England Center for Children (NECC)
Using the Early Skills Assessment Tool to Evaluate Outcomes in Children with Autism Spectrum Disorders	\$3,161	Q4.S.D	New England Center for Children (NECC)
Strategies to increase cooperation during transitions: A evaluation of student preference	\$1,795	Q4.L.D	New England Center for Children (NECC)
Increasing variability in play in children with autism	\$0	Q4.S.C	New England Center for Children (NECC)
An evaluation of outcomes for brief and extended response restriction preference assessments	\$0	Q4.S.C	New England Center for Children (NECC)
A parametric analysis of the effect of procedural integrity errors in delivering reinforcement on skill activities	\$2,297	Q4.S.C	New England Center for Children (NECC)

Project Title	Funding	Strategic Plan Objective	Institution
Comparison of DRA and DNRA as Treatment for Problem Behavior Maintained by Escape from Social Demands	\$2,297	Q4.S.H	New England Center for Children (NECC)
Identifying effective procedures for reducing arranging & ordering behaviors	\$4,935	Q4.S.C	New England Center for Children (NECC)
A Comparison of Differential Reinforcement Schedules to Reduce Automatically Maintained Stereotypy	\$4,935	Q4.S.C	New England Center for Children (NECC)
Assessing the utility of a transfer trial procedure for promoting skill acquisition	\$4,935	Q4.S.C	New England Center for Children (NECC)
Effects of negative reinforcer value manipulations without extinction on escape-maintained problem behavior	\$4,935	Q4.S.H	New England Center for Children (NECC)
An evaluation of procedures for decreasing automatically reinforced problem behavior	\$4,935	Q4.S.H	New England Center for Children (NECC)
Identifying reinforcers for use in the treatment of automatically reinforced behavior	\$4,935	Q4.S.C	New England Center for Children (NECC)
Functional analysis & treatment of immediate echolalia	\$4,935	Q4.S.C	New England Center for Children (NECC)
A comparison of the effects of indirect assessments and demand assessments on functional analysis outcomes	\$4,935	Q4.S.C	New England Center for Children (NECC)
Identifying potential positive reinforcement contingencies during the functional analysis escape condition	\$4,935	Q4.S.C	New England Center for Children (NECC)
Increasing adherence to medical examinations for individuals with autism	\$4,935	Q4.S.H	New England Center for Children (NECC)
Comparing the effects of DRO & DRL schedules on problem behavior	\$1,680	Q4.S.H	New England Center for Children (NECC)
Evaluating the use of alternative reinforcers and a work contingency for problem behavior maintained by tangible reinforcement	\$1,680	Q4.S.H	New England Center for Children (NECC)
Teaching Verbal Behavior: A Response Prompt Evaluation	\$5,335	Q4.S.C	New England Center for Children (NECC)
Teaching complex skills using observational learning with video modeling to children diagnosed with autism	\$5,335	Q4.S.C	New England Center for Children (NECC)
A behavioral analysis of anxiety in children with autism	\$5,335	Q4.S.A	New England Center for Children (NECC)
Functional Analysis & Treatment Evaluation of Problem Behavior during Transitions	\$5,335	Q4.S.C	New England Center for Children (NECC)
Teaching social initiations via direct instruction and preferred social consequences	\$5,335	Q4.S.C	New England Center for Children (NECC)
The Effects of Varying Procedural Integrity	\$5,335	Q4.S.C	New England Center for Children (NECC)
Training DRA in different contexts to lower resistance to extinction of disruptive behavior	\$5,335	Q4.S.C	New England Center for Children (NECC)
Comparison of momentary time sampling methods within a practical setting	\$5,335	Q4.S.C	New England Center for Children (NECC)

Project Title	Funding	Strategic Plan Objective	Institution
From Public to Private Masturbation: An Assessment of Redirection Procedures & Discrimination Training	\$5,335	Q4.S.C	New England Center for Children (NECC)
A Functional Analysis of Joint Attention	\$5,335	Q4.S.C	New England Center for Children (NECC)
Generalization of a pager prompt to reduce rapid eating	\$5,335	Q4.S.H	New England Center for Children (NECC)
Stimulus control of stereotypy	\$3,315	Q4.S.C	New England Center for Children (NECC)
Using matrix training to promote generalization of waiting	\$1,795	Q4.S.C	New England Center for Children (NECC)
Using matrix training to promote generalization of foundational skills	\$1,795	Q4.S.C	New England Center for Children (NECC)
Multiple Mands and the Resurgence of Behavior	\$1,795	Q4.S.C	New England Center for Children (NECC)
Contingency analysis of observing and attending in intellectual disabilities	\$1,795	Q4.S.C	New England Center for Children (NECC)
Teaching a generalized repertoire of helping	\$1,795	Q4.S.C	New England Center for Children (NECC)
Preference for precommitment choice in children with autism	\$1,795	Q4.S.C	New England Center for Children (NECC)
Comparing the value of a token to that of its most potent backup	\$5,780	Q4.S.C	New England Center for Children (NECC)
Use of a visual imagining procedure to teach remembering	\$0	Q4.S.C	New England Center for Children (NECC)
Determining reinforcer efficacy using demand curves& progressive ratio break points	\$5,780	Q4.S.C	New England Center for Children (NECC)
Evaluating the effects of motivating operations on preference assessment & reinforcer assessment outcomes	\$5,641	Q4.S.C	New England Center for Children (NECC)
An evaluation of behavior sampling procedures for event recording	\$0	Q4.S.C	New England Center for Children (NECC)
Evaluating the effects of isolated reinforcers on skill acquisition	\$5,641	Q4.S.C	New England Center for Children (NECC)
A comparison of BST and enhanced instruction training for conducting reinforcer assessments	\$2,297	Q4.Other	New England Center for Children (NECC)
Use of a multiple schedule to treat perseverative behavior	\$1,680	Q4.Other	New England Center for Children (NECC)
The role of parent phenotype in parent-mediated language interventions for autism	\$757,019	Q4.L.D	Northwestern University
Teaching Tolerance to Delays in Reinforcement to Children with Autism and Language Delays	\$30,000	Q4.S.D	Old Dominion University
Using Experience Sampling to Evaluate the Effects of Social Skills Treatment	\$5,000	Q4.S.C	Perelman School of Medicine at University of Pennsylvania
Pivotal Response Treatment Package for Young Children with Autism	\$198,618	Q4.S.C	STANFORD UNIVERSITY
Getting to know siblings of youth with autism spectrum disorders,: A model of risk and resilience	\$5,400	Q4.L.B	State University New York, Stony Brook

Project Title	Funding	Strategic Plan Objective	Institution
3/3 Treatment of anxiety in autism spectrum disorder	\$185,444	Q4.S.A	Temple University
Intervention effects of intensity and delivery style for toddlers with ASD	\$2,594,565	Q4.S.D	University of California, Davis
Strengthening the effects of parent-implemented early intervention to improve symptoms of ASD	\$254,491	Q4.S.D	University of California, Davis
Training Community Providers to Implement an Evidence-Based Early Intervention Program	\$0	Q4.Other	University of California, Davis
Identifying markers for treatment response to cognitive training in autism spectrum disorders	\$0	Q4.S.F	University of California, Davis
Adaptive Interventions for Minimally Verbal Children with ASD in the Community	\$2,553,473	Q4.S.G	University of California, Los Angeles
Targeting joint engagement in infants at risk for ASD: Integrating treatment wit	\$281,397	Q4.L.B	University of California, Los Angeles
1/3 Treatment of Anxiety in Autism Spectrum Disorder	\$218,092	Q4.S.A	University of California, Los Angeles
Treatment of Autism Symptoms in Children (TASC): Initial RCT with Active Control	\$385,000	Q4.Other	University of California, Los Angeles
Autism Intervention Research Network on Behavioral Health (AIR-B network)	\$1,999,997	Q4.S.D	University of California, Los Angeles
Cognitive behavioral therapy for core autism symptoms in school-age children	\$0	Q4.L.D	University of California, Los Angeles
Adapting an Evidence-Based Program for Infants and Toddlers at High Risk for Autism	\$410,911	Q4.L.D	University of California, San Diego
A peer-facilitated, multi-component social skills intervention for adolescents with ASD	\$9,759	Q4.L.D	University of California, Santa Barbara
The use of eye-tracking as an outcome measure for an innovative early social intervention for ASD	\$50,064	Q4.Other	University of California, Santa Barbara
Parent Mediated Interventions in Autism: The Search for Meaningful Outcomes	\$291,096	Q4.L.D	University of Colorado, Denver
1/2 Treatment of Feeding Problems in Children with Autism	\$205,163	Q4.S.A	UNIVERSITY OF FLORIDA
An evaluation of two emergency procedures to treat severe escape behavior	\$29,500	Q4.S.H	University of Florida
Parents Taking Action: A Parent Training Intervention for Latino Immigrant Families	\$199,916	Q4.L.D	University of Illinois
Peer-Mediated AAC Intervention for Children with Autism: Effects on Communication	\$305,400	Q4.S.G	University of Kansas
Modifiable Behavior & Dietary Predictors of Overweight in Children with ASD	\$184,229	Q4.S.H	University of Kansas
Brain Imaging Markers of Response to Intervention in Toddlers with Autism	\$120,482	Q4.S.F	University of Minnesota

Project Title	Funding	Strategic Plan Objective	Institution
Evaluating the efficacy of the school-based Social Competence Intervention for Adolescents (SCI-A) with high functioning autism	\$503,866	Q4.L.D	University of Missouri
Efficacy of a parent-mediated intervention for one-year-olds at risk for autism	\$0	Q4.L.D	University of North Carolina
Undergraduate Research Award	\$0	Q4.L.D	University of Notre Dame
Evaluation of a comprehensive community-based intervention for toddlers with ASD	\$0	Q4.S.D	University of Oklahoma Health Sciences Center
Project DATA: A multisite evaluation of a school-based model for preschoolers with autism	\$650,000	Q4.S.D	University of Oklahoma Health Sciences Center
Which placement for which child? Moderators of outcome in an urban early intervention system	\$93,889	Q4.L.D	University of Pennsylvania
Tailored behavioral intervention for insomnia in children with autism spectrum disorders	\$0	Q4.S.H	University of Pennsylvania
Cognitive Enhancement Therapy for Adult Autism Spectrum Disorder	\$730,393	Q4.S.F	University of Pittsburgh
Efficacy of Parent-Child Interaction Therapy with ASD	\$49,214	Q4.S.C	University of Pittsburgh
Durability of Neuroplasticity Changes from Cognitive Enhancement Therapy	\$0	Q4.S.C	University of Pittsburgh
A randomized clinical trial of cognitive enhancement therapy for adults with autism spectrum disorders	\$0	Q4.S.F	University of Pittsburgh
2/2-Treatment of Feeding Problems in Children with Autism	\$230,250	Q4.S.A	University of Rochester
Parent training to reduce the elopement of children with ASD at home and in the community	\$30,625	Q4.S.H	University of Rochester
2/3 Treatment of Anxiety in Autism Spectrum Disorder	\$154,769	Q4.S.A	UNIVERSITY OF SOUTH FLORIDA
Strengthening the effects of parent-implemented early intervention to improve symptoms of ASD	\$0	Q4.S.D	University of Washington
Comparative Effectiveness of Therapies for Children with Autism Spectrum Disorders (PCORTF 13.8)	\$380,000	Q4.L.D	Vanderbilt EPC
Sleep education program for adolescents with autism spectrum disorders	\$0	Q4.S.A	Vanderbilt University
Efficacy of Parent-implemented Treatment in Infant Siblings of Children With ASD	\$643,729	Q4.L.B	Vanderbilt University
Peers, play and performance to improve social interaction in autism	\$235,500	Q4.Other	Vanderbilt University
Comprehensive Communication Intervention for Minimally Verbal Children with Autism	\$299,068	Q4.S.G	Vanderbilt University
An Efficacy Trial of J-EMT: Enhanced Milieu Teaching Language Intervention plus Joint Attention, Engagement and Regulation Intervention for Toddlers with Autism	\$932,681	Q4.S.D	Vanderbilt University

Project Title	Funding	Strategic Plan Objective	Institution
Behavioral and neural underpinnings of learning in autism predict response to intervention	\$0	Q4.S.F	Weill Cornell Medical College
Studying and Improving Social Learning in Toddlers with ASD Using Interactive Eye Tracking	\$54,352	Q4.Other	Yale University

